



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)
ID: 10361217
District: Chelsea School Department
School: Chelsea Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12
English Language Arts – Writing Results	13-14

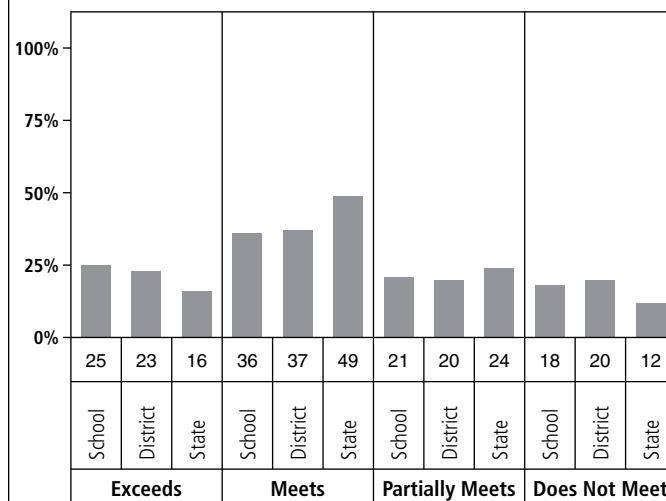
SUMMARY OF SCORES

Date: March 2007
Grade: 8
District: Chelsea School Department
School: Chelsea Elementary School

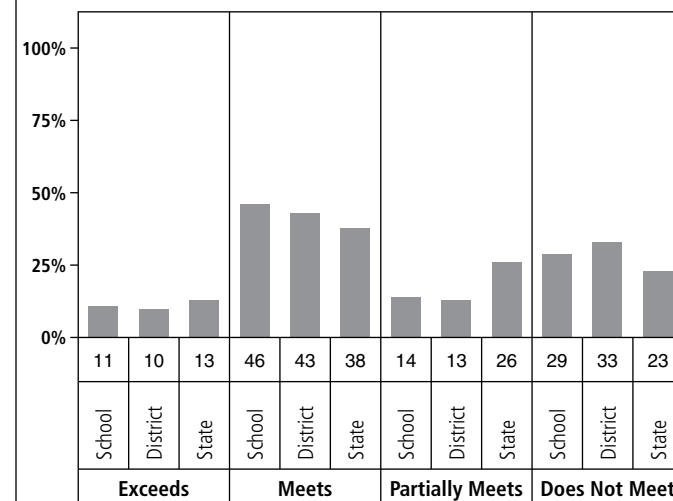
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	844 849 846	844 848 846	845 847 846
Mathematics 2005–2006 2006–2007 Cum. Avg. *	842 842 842	841 841 841	840 842 841
Science & Technology 2005–2006 2006–2007 Cum. Avg. *	844 849 846	843 847 845	846 847 846
ELA – Writing 2005–2006 2006–2007 Cum. Avg. *	833 833	832 832	836 836

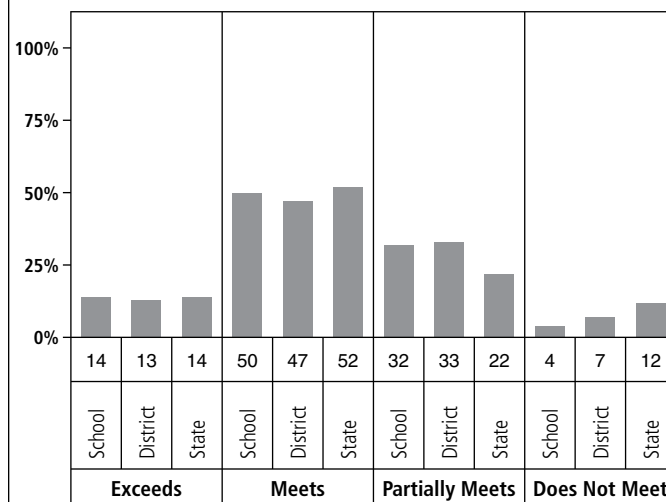
ELA – READING



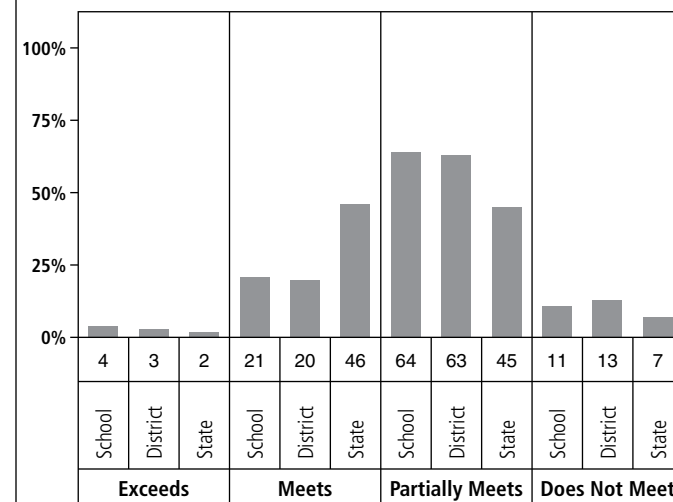
MATHEMATICS



SCIENCE AND TECHNOLOGY



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		28	100	30	100	15800	100	28	100	30	100	15584	99	28	100	30	100	15578	99	28	100	30	100	15540	99	28	100	30	100	15463	98
Ethnicity	African American	0	0	0	0	339	2	0	0	0	0	330	98	0	0	0	0	331	99	0	0	0	0	326	97	0	0	0	0	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	0	0	0	0	194	1	0	0	0	0	189	98	0	0	0	0	189	98	0	0	0	0	188	98	0	0	0	0	188	98
	Hispanic	1	4	1	3	160	1	1	100	1	100	152	96	1	100	1	100	152	96	1	100	1	100	149	94	1	100	1	100	148	94
	White	27	96	29	97	14997	95	27	100	29	100	14807	99	27	100	29	100	14800	99	27	100	29	100	14773	99	27	100	29	100	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		10	36	12	40	2649	17	10	100	12	100	2560	97	10	100	12	100	2557	97	10	100	12	100	2539	97	10	100	12	100	2504	95
Current LEP		0	0	0	0	280	2	0	0	0	0	274	99	0	0	0	0	275	99	0	0	0	0	267	96	0	0	0	0	263	95
Economically disadvantaged		14	50	14	47	5600	35	14	100	14	100	5479	98	14	100	14	100	5476	98	14	100	14	100	5452	98	14	100	14	100	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	100	28	93	13056	83	28	100	28	93	13057	83	28	100	28	93	13065	83	28	100	28	93	13033	82
Identified disability (PET/IEP)	10	36	10	36	474	4	10	36	10	36	477	4	10	36	10	36	488	4	10	36	10	36	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	0	0	0	0	186	1	0	0	0	0	185	1	0	0	0	0	185	1	0	0	0	0	184	1
Participation with accommodations	0	0	2	7	2283	14	0	0	2	7	2281	14	0	0	2	7	2248	14	0	0	2	7	2198	14
Identified disability (PET/IEP)	0	0	2	100	1855	81	0	0	2	100	1848	81	0	0	2	100	1831	81	0	0	2	100	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	0	0	0	0	284	12	0	0	0	0	284	12	0	0	0	0	272	12	0	0	0	0	268	12
Participation through alternate assessment (PAAP)	0	0	0	0	239	2	0	0	0	0	240	2	0	0	0	0	227	1	0	0	0	0	232	1
Identified disability (PET/IEP)	0	0	0	0	230	96	0	0	0	0	232	97	0	0	0	0	220	97	0	0	0	0	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
Non-participation – other	0	0	0	0	175	1	0	0	0	0	177	1	0	0	0	0	215	1	0	0	0	0	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 8
District: Chelsea School Department
School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	5	17	5	16	2695	17
		7	25	7	23	2407	16
		6	20	6	19	2551	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	11	37	11	35	6830	42
		10	36	11	37	7494	49
		11	37	11	35	7162	45
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006 2006-2007 Cum. Avg.	8	27	9	29	3741	23
		6	21	6	20	3628	24
		7	23	8	26	3685	23
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006 2006-2007 Cum. Avg.	6	20	6	19	3003	18
		5	18	6	20	1810	12
		6	20	6	19	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.2	66.4	36.7	65.5	36.5	65.2
Literary Text	28	50	18.3	65.4	18.1	64.6	18.0	64.3
Informational Text	28	50	19.0	67.9	18.6	66.4	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	7	25	10	36	6	21	5	18	849	30	23	37	20	20	848	15339	16	49	24	12	847
Ethnicity																						
African American	0										0						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	0										0						187	17	47	24	13	848
Hispanic	1										1						148	9	45	28	18	843
White	27	7	26	10	37	5	19	5	19	850	29	24	38	17	21	849	14586	16	49	23	11	847
Not Reported	0										0						2					
Identified disability																						
Yes	10	0	0	2	20	3	30	5	50	834	12	0	25	25	50	834	2329	1	18	37	44	830
No	18	7	39	8	44	3	17	0	0	857	18	39	44	17	0	857	13010	18	54	21	6	850
Limited English proficient students																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	0										0						255	2	30	31	36	834
Economically disadvantaged																						
Yes	14	3	21	4	29	3	21	4	29	845	14	21	29	21	29	845	5325	7	41	31	21	841
No	14	4	29	6	43	3	21	1	7	853	16	25	44	19	13	851	10014	20	53	20	7	851
Migrant																						
Yes	0										0						7	0	14	57	29	836
No	28	7	25	10	36	6	21	5	18	849	30	23	37	20	20	848	15332	16	49	24	12	847
Gender																						
Female	13	5	38	4	31	3	23	1	8	853	13	38	31	23	8	853	7516	21	50	20	8	850
Male	15	2	13	6	40	3	20	4	27	846	17	12	41	18	29	844	7821	10	47	27	16	844
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						803	5	36	38	20	840
No	28	7	25	10	36	6	21	5	18	849	30	23	37	20	20	848	14536	16	50	23	11	848
Gifted/talented program																						
Yes	0										0						555	58	39	3	0	864
No	28	7	25	10	36	6	21	5	18	849	30	23	37	20	20	848	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										District						State													
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%			%	%	%	%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 30 59 7	0 3 2 2	0 38 13 100	0 4 6 0	0 50 38 0	1 0 4 0	100 0 25 0	0 1 4 0	0 13 25 0	834 857 845 870	3 34 55 7	0 30 13 100	0 50 38 0	100 20 25 0	834 852 845 870	8 48 39 5	6 13 20 23	35 50 51 45	30 25 21 19	29 12 7 14	838 847 850 849									
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	67 30 4 0	6 1 0 0	33 13 0 0	9 1 0 0	50 13 0 0	3 1 1 0	17 13 100 0	0 5 0 0	0 63 0 0	857 836 834 834	66 31 3 0	32 11 0 0	53 11 0 0	16 11 100 0	856 834 834 834	34 52 11 3	22 14 8 5	52 51 38 31	19 25 32 29	8 10 22 36	851 847 841 835									
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	22 59 15 4	3 4 0 0	50 25 0 0	2 8 0 0	33 50 0 0	1 3 1 0	17 19 25 0	0 1 3 1	0 6 75 100	859 853 827 824	28 55 14 3	38 25 0 0	38 50 0 0	13 19 25 100	853 853 827 824	29 49 19 3	32 12 3 2	52 54 36 25	11 24 39 35	5 10 22 37	855 847 838 833									
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	7 78 15	0 4 3	0 19 75	1 8 1	50 38 25	1 4 0	50 19 0	0 5 0	0 24 0	847 848 862	7 79 14	0 17 75	50 39 25	50 17 0	0 26 0	847 847 862	14 63 23	10 16 20	40 50 52	27 24 19	23 10 9	841 848 850								
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	4 52 44	0 1 6	0 7 50	0 6 4	0 43 33	0 5 0	0 36 0	1 2 2	100 14 17	828 845 857	3 55 41	0 6 50	0 44 33	0 31 0	100 19 17	828 844 857	7 51 41	3 11 24	28 48 55	34 28 15	36 12 6	834 845 852								
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	74 26 0	5 2 0	25 29 0	8 2 0	40 29 0	3 2 0	15 29 0	4 29 0	20 14 0	850 849 849	69 31 0	25 22 0	40 33 0	15 22 0	20 22 0	850 846 846	41 52 6	16 17 7	48 51 39	24 22 30	11 10 24	847 848 840								
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	19 78 4 0	1 6 0 0	20 29 0 0	3 7 0 0	60 33 0 0	1 4 0 0	20 19 0 0	0 4 1 0	0 19 100 0	855 849 828 828	21 76 3 0	17 27 0 0	50 36 0 0	17 18 0 100	850 849 828 828	18 41 14 27	21 20 14 6	52 51 48 45	19 20 26 31	8 9 13 18	851 850 846 842									
How do you feel about the following statement? <i>"My knowledge of reading will be useful to me as an adult."</i> A. strongly agree B. agree C. disagree D. strongly disagree	48 48 4 0	2 5 0 0	15 38 0 0	7 3 0 0	54 23 0 0	3 2 0 0	23 15 0 0	1 3 1 0	8 23 100 0	851 851 824 824	45 52 3 0	15 33 0 0	54 27 0 0	23 13 0 100	851 849 824 824	44 48 5 2	22 12 4 3	52 48 42 33	18 27 31 34	8 13 23 30	851 845 840 836									
Optional school/district question A. B. C. D.	50 50 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	0 1 0 0	0 100 0 0	834 820 834 820	50 50 0 0	0 0 0 0	0 0 100 0	0 100 0 100	834 820 834 820															

MATHEMATICS RESULTS

Date: March 2007
Grade: 8
District: Chelsea School Department
School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	4	14	4	13	1714	11
	2006-2007	3	11	3	10	1952	13
	Cum. Avg.	4	13	4	13	1833	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	10	34	10	33	5533	34
	2006-2007	13	46	13	43	5870	38
	Cum. Avg.	12	40	12	38	5702	36
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	9	31	9	30	4764	29
	2006-2007	4	14	4	13	3982	26
	Cum. Avg.	7	23	7	22	4373	28
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	6	21	7	23	4251	26
	2006-2007	8	29	10	33	3534	23
	Cum. Avg.	7	23	9	28	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.6	53.8	8.5	53.1	8.8	55.0
Cluster 2: Shape and Size	14	25	7.5	53.6	7.4	52.9	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	4.4	55.0	4.2	52.5	4.2	52.5
Cluster 4: Patterns	18	32	10.6	58.9	10.1	56.1	10.1	56.1

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	3	11	13	46	4	14	8	29	842	30	10	43	13	33	841	15338	13	38	26	23	842
Ethnicity																						
African American	0										0						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	0										0						187	14	47	22	17	846
Hispanic	1										1						149	6	34	32	28	838
White	27	3	11	13	48	4	15	7	26	843	29	10	45	14	31	842	14581	13	39	26	23	842
Not Reported	0										0						2					
Identified disability																						
Yes	10	0	0	3	30	0	0	7	70	827	12	0	25	0	75	826	2325	1	15	23	61	825
No	18	3	17	10	56	4	22	1	6	851	18	17	56	22	6	851	13013	15	42	26	16	845
Limited English proficient students																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	0										0						256	4	22	29	45	831
Economically disadvantaged																						
Yes	14	1	7	5	36	3	21	5	36	839	14	7	36	21	36	839	5322	5	29	29	36	834
No	14	2	14	8	57	1	7	3	21	846	16	13	50	6	31	843	10016	17	43	24	16	846
Migrant																						
Yes	0										0						7	14	0	29	57	832
No	28	3	11	13	46	4	14	8	29	842	30	10	43	13	33	841	15331	13	38	26	23	842
Gender																						
Female	13	0	0	9	69	1	8	3	23	845	13	0	69	8	23	845	7512	12	39	27	22	842
Male	15	3	20	4	27	3	20	5	33	840	17	18	24	18	41	838	7824	14	38	25	24	842
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						805	2	22	35	41	832
No	28	3	11	13	46	4	14	8	29	842	30	10	43	13	33	841	14533	13	39	25	22	842
Gifted/talented program																						
Yes	0										0						555	63	35	2	0	866
No	28	3	11	13	46	4	14	8	29	842	30	10	43	13	33	841	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 8
District: Chelsea School Department
School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	828	3	0	0	0	100	828	8	7	27	23	44	832
B. less than one hour	30	2	25	5	63	1	13	0	0	854	34	20	50	10	20	848	48	11	39	27	23	841
C. one to two hours	59	1	6	7	44	2	13	6	38	838	55	6	44	13	38	838	39	15	40	26	19	844
D. more than two hours	7	0	0	1	50	1	50	0	0	845	7	0	50	50	0	845	5	18	36	23	23	843
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	41	1	9	5	45	3	27	2	18	844	41	8	42	25	25	843	34	22	43	20	15	848
B. They match some of what I have learned.	48	1	8	6	46	1	8	5	38	840	45	8	46	8	38	840	48	9	40	29	22	841
C. They match just a little of what I have learned.	11	1	33	2	67	0	0	0	0	853	14	25	50	0	25	845	14	6	27	30	37	835
D. There is no match.	0										0						3	5	14	22	59	827
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	3	38	4	50	1	13	0	0	857	28	38	50	13	0	857	24	34	43	13	10	853
B. good	41	0	0	7	64	1	9	3	27	844	45	0	54	8	38	841	46	9	45	27	19	842
C. fair	26	0	0	2	29	2	29	3	43	828	24	0	29	29	43	828	24	2	27	36	35	833
D. poor	4	0	0	0	0	0	0	1	100	826	3	0	0	0	100	826	6	1	13	33	52	827
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	2	25	1	13	5	63	829	34	0	20	10	70	828	31	3	31	32	34	835
B. about the same as my regular schoolwork	52	1	7	9	64	2	14	2	14	846	48	7	64	14	14	846	53	11	43	27	19	843
C. easier than my regular schoolwork	19	2	40	2	40	1	20	0	0	857	17	40	40	20	0	857	16	38	38	12	12	854
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	1	7	9	64	3	21	1	7	847	52	7	60	20	13	846	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	48	2	15	4	31	1	8	6	46	839	45	15	31	8	46	839	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	0										3	0	0	0	100	820	6	13	27	24	36	837
How often do you use laptops in mathematics class?																						
A. almost every day	4	0	0	0	0	0	0	1	100	822	3	0	0	0	100	822	6	10	33	25	32	838
B. two or three days a week	4	0	0	0	0	1	100	0	0	838	3	0	0	100	0	838	13	9	36	28	27	839
C. two or three times each month	30	1	13	5	63	0	0	2	25	846	28	13	63	0	25	846	39	13	40	27	19	843
D. never	63	2	12	8	47	3	18	4	24	843	66	11	42	16	32	841	41	14	38	24	23	842
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	52	2	14	9	64	1	7	2	14	848	48	14	64	7	14	848	38	15	41	24	19	844
B. Calculators are used once or twice a week.	48	1	8	4	31	3	23	5	38	838	48	7	29	21	43	837	37	12	38	27	23	842
C. Calculators are used once or twice a month.	0										3	0	0	0	100	820	13	11	36	27	26	840
D. Calculators are rarely or never used.	0										0						13	9	33	27	31	838
How do you feel about the following statement?																						
<i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	67	2	11	9	50	3	17	4	22	845	62	11	50	17	22	845	56	16	42	24	18	845
B. agree	26	0	0	4	57	1	14	2	29	840	31	0	44	11	44	836	37	9	36	29	26	840
C. disagree	7	1	50	0	0	0	0	1	50	841	7	50	0	0	50	841	5	6	28	26	40	834
D. strongly disagree	0										0						2	3	17	29	51	828
Optional school/district question																						
A.	50	0	0	0	0	0	0	1	100	806	50	0	0	0	100	806						
B.	50	0	0	1	100	0	0	0	0	844	50	0	100	0	0	844						
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007
Grade: 8
District: Chelsea School Department
School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	2	7	2	7	1879	12
	2006-2007	4	14	4	13	2192	14
	Cum. Avg.	3	10	3	10	2036	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	13	45	13	43	8604	53
	2006-2007	14	50	14	47	7916	52
	Cum. Avg.	14	48	14	45	8260	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	9	31	10	33	3618	22
	2006-2007	9	32	10	33	3340	22
	Cum. Avg.	9	31	10	32	3479	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	5	17	5	17	2174	13
	2006-2007	1	4	2	7	1865	12
	Cum. Avg.	3	10	4	13	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.3	66.4	9.0	64.3	8.8	62.9
Cluster 2: Physical Sciences	14	25	8.3	59.3	8.0	57.1	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	7.3	52.1	7.0	50.0	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	8.0	57.1	7.9	56.4	8.0	57.1

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	4	14	14	50	9	32	1	4	849	30	13	47	33	7	847	15313	14	52	22	12	847
Ethnicity																						
African American	0										0						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	0										0						186	14	52	19	15	847
Hispanic	1										1						146	8	49	23	21	843
White	27	4	15	14	52	8	30	1	4	849	29	14	48	31	7	848	14564	15	52	22	12	848
Not Reported	0										0						2					
Identified disability																						
Yes	10	0	0	3	30	6	60	1	10	840	12	0	25	58	17	838	2319	2	28	31	38	835
No	18	4	22	11	61	3	17	0	0	853	18	22	61	17	0	853	12994	16	56	20	8	850
Limited English proficient students																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	0										0						252	3	31	27	39	835
Economically disadvantaged																						
Yes	14	1	7	7	50	5	36	1	7	845	14	7	50	36	7	845	5307	6	44	29	21	842
No	14	3	21	7	50	4	29	0	0	852	16	19	44	31	6	849	10006	19	56	18	7	850
Migrant																						
Yes	0										0						7	0	43	14	43	837
No	28	4	14	14	50	9	32	1	4	849	30	13	47	33	7	847	15306	14	52	22	12	847
Gender																						
Female	13	2	15	6	46	5	38	0	0	849	13	15	46	38	0	849	7502	13	51	24	11	847
Male	15	2	13	8	53	4	27	1	7	848	17	12	47	29	12	846	7809	15	52	20	13	848
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						800	5	38	35	22	841
No	28	4	14	14	50	9	32	1	4	849	30	13	47	33	7	847	14513	15	52	21	12	848
Gifted/talented program																						
Yes	0										0						553	61	37	1	0	865
No	28	4	14	14	50	9	32	1	4	849	30	13	47	33	7	847	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

QUESTIONNAIRE ITEMS	School										District						State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	4	0	0	0	0	1	100	0	0	836	3	0	0	100	0	836	8	7	40	25	28	840	
B. less than one hour	30	3	38	4	50	1	13	0	0	857	34	30	40	20	10	852	48	13	52	23	12	847	
C. one to two hours	59	1	6	9	56	5	31	1	6	846	55	6	56	31	6	846	39	18	54	20	8	850	
D. more than two hours	7	0	0	1	50	1	50	0	0	846	7	0	50	50	0	846	5	18	51	19	13	848	
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																							
A. The questions on the test match what I have learned in science class.	44	1	8	6	50	5	42	0	0	846	41	8	50	42	0	846	27	16	54	20	10	849	
B. They match some of what I have learned.	37	2	20	5	50	2	20	1	10	850	41	17	42	25	17	847	49	15	52	22	12	848	
C. They match just a little of what I have learned.	19	1	20	3	60	1	20	0	0	853	17	20	60	20	0	853	19	13	51	23	13	847	
D. There is no match.	0										0						4	7	43	26	25	841	
Which of the following best describes how you rate yourself as a student in science?																							
A. very good	19	1	20	2	40	2	40	0	0	851	17	20	40	40	0	851	21	28	53	13	7	853	
B. good	48	2	15	8	62	3	23	0	0	850	48	14	57	21	7	849	54	14	55	21	10	848	
C. fair	33	1	11	4	44	3	33	1	11	846	34	10	40	40	10	845	21	5	46	31	18	842	
D. poor	0										0						3	2	36	32	31	837	
How difficult was the science part of this test?																							
A. harder than my regular schoolwork	41	2	18	4	36	4	36	1	9	849	41	17	33	42	8	848	33	14	51	23	13	847	
B. about the same as my regular schoolwork	59	2	13	10	63	4	25	0	0	849	59	12	59	24	6	848	57	14	53	22	11	848	
C. easier than my regular schoolwork	0										0						10	19	52	17	13	849	
How hard did you try on the science part of this test?																							
A. I tried harder on this test than I do on my regular schoolwork.	70	4	21	10	53	4	21	1	5	851	69	20	50	20	10	850	41	14	53	21	11	848	
B. I tried about the same as I do on my regular schoolwork.	26	0	0	3	43	4	57	0	0	842	24	0	43	57	0	842	53	15	52	22	11	848	
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	100	0	0	0	0	852	7	0	50	50	0	844	5	8	41	26	25	841	
Which statement describes how often and how long your science class meets?																							
A. We meet every day for 45 minutes to an hour.	93	3	12	13	52	8	32	1	4	848	86	12	52	32	4	848	68	16	54	21	10	849	
B. We meet on alternate days for 80 to 90 minutes.	0										0						16	13	49	23	14	846	
C. We meet every day for 45 minutes, plus a longer lab period each week.	4	1	100	0	0	0	0	0	0	864	3	100	0	0	0	864	6	13	46	25	16	845	
D. We have a flexible schedule depending on the activities.	4	0	0	1	100	0	0	0	0	856	10	0	33	33	33	840	10	9	46	25	20	843	
Which courses do you plan to take before you graduate from high school?																							
A. earth and space science and/or biology	22	0	0	4	67	2	33	0	0	845	28	0	50	38	13	842	26	8	54	24	13	845	
B. the course(s) described in A, plus chemistry	22	1	17	4	67	1	17	0	0	854	21	17	67	17	0	854	23	16	54	19	12	848	
C. the course(s) described in B, plus physics	19	1	20	3	60	1	20	0	0	856	17	20	60	20	0	856	22	30	48	14	8	853	
D. a life science and physical science class	37	2	20	3	30	4	40	1	10	844	34	20	30	40	10	844	28	7	51	28	13	845	
How do you feel about the following statement? <i>“My knowledge of science and technology will be useful to me as an adult.”</i>																							
A. strongly agree	33	0	0	8	89	1	11	0	0	851	34	0	80	10	10	848	29	19	53	17	10	850	
B. agree	67	4	22	6	33	7	39	1	6	848	66	21	32	42	5	847	54	14	52	22	11	848	
C. disagree	0										0						13	7	49	28	16	844	
D. strongly disagree	0										0						3	4	46	27	24	841	
Optional school/district question																							
A.	50	0	0	0	0	1	100	0	0	832	50	0	0	100	0	832							
B.	50	0	0	0	0	1	100	0	0	836	50	0	0	100	0	836							
C.	0										0												
D.	0										0												

ELA–WRITING RESULTS

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 2006-2007 Cum. Avg.	1 1	4 4	1 1	3 3	285 285	2 2
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 2006-2007 Cum. Avg.	6 6	21 21	6 6	20 20	6948 6948	46 46
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 2006-2007 Cum. Avg.	18 18	64 64	19 19	63 63	6873 6873	45 45
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 2006-2007 Cum. Avg.	3 3	11 11	4 4	13 13	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	9.8	49.0	9.4	47.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.9	40.8	4.7	39.2	5.3	44.2
Standard English Conventions (Standard F)	8	40	4.9	61.3	4.7	58.8	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 8
 District: Chelsea School Department
 School: Chelsea Elementary School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	28	1	4	6	21	18	64	3	11	833	30	3	20	63	13	832	15231	2	46	45	7	836
Ethnicity																						
African American	0										0						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	0										0						186	2	49	39	10	837
Hispanic	1										1						145	0	37	57	6	834
White	27	1	4	5	19	18	67	3	11	833	29	3	17	66	14	831	14491	2	46	45	7	836
Not Reported	0										0						2					
Identified disability																						
Yes	10	0	0	2	20	6	60	2	20	826	12	0	17	58	25	824	2282	0	12	58	30	823
No	18	1	6	4	22	12	67	1	6	837	18	6	22	67	6	837	12949	2	52	43	3	838
Limited English proficient students																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	0										0						250	0	30	55	15	830
Economically disadvantaged																						
Yes	14	0	0	2	14	10	71	2	14	830	14	0	14	71	14	830	5264	1	33	54	12	832
No	14	1	7	4	29	8	57	1	7	836	16	6	25	56	13	834	9967	3	52	40	5	838
Migrant																						
Yes	0										0						7	0	43	29	29	829
No	28	1	4	6	21	18	64	3	11	833	30	3	20	63	13	832	15224	2	46	45	7	836
Gender																						
Female	13	1	8	2	15	10	77	0	0	836	13	8	15	77	0	836	7476	3	58	37	3	840
Male	15	0	0	4	27	8	53	3	20	831	17	0	24	53	24	829	7753	1	34	53	12	832
Not Reported	0										0						2					
Title 1A targeted program																						
Yes	0										0						796	0	32	58	10	831
No	28	1	4	6	21	18	64	3	11	833	30	3	20	63	13	832	14435	2	46	44	7	836
Gifted/talented program																						
Yes	0										0						553	10	74	16	0	847
No	28	1	4	6	21	18	64	3	11	833	30	3	20	63	13	832	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number